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ABSTRACT

Goals of the New Mexico Educational Talent Project--funded under Title III of the Elementary and Secondary Education Act--are (1) to identify qualified secondary school students at the 11th grade or earlier and assist them in completing their high school education, (2) to encourage an increasing number of high school students to select a teaching career, (3) to identify potential high school dropouts, (4) to encourage collegiate dropouts to return to school, (5) to encourage high school graduates with high academic potential to attempt post-secondary education, (6) to provide sustained counseling efforts with Indian and rural youth to encourage them to seek additional education, and (7) to develop effective ways for improving communication between college students, college staffs, and administration. During 1968-69, a coordinator and 4 field representatives contacted 162,769 persons (including group presentations). Referrals (777) received during the year were principally from school personnel and the Welfare Department personnel. When referred, 60% were high school students; 23% were high school graduates; 8.5% were high school dropouts; and 8.5% comprised the remainder of the referrals. Although student action in the fall is difficult to predict, it is estimated that 33% will enroll in college, 7.5% will attend vocational-technical schools, and 7.5% will take miscellaneous action. (LS)

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FINAL REPORT 1968-1969

A Contract to Encourage Full Utilization of Educational Talent

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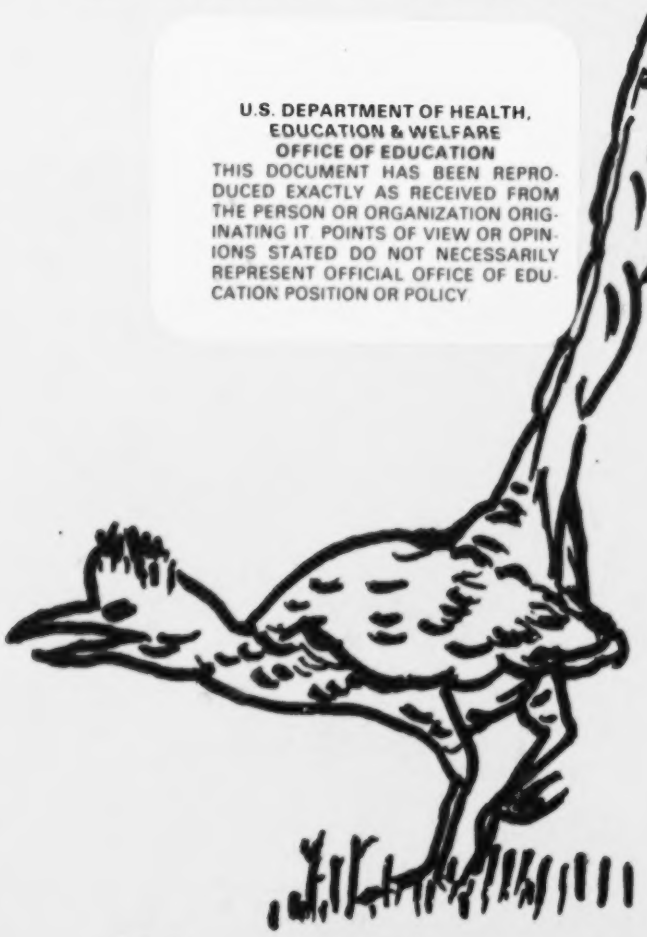

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New Mexico Council For The Development Of Educational Talent

New Mexico Highlands University
Las Vegas, New Mexico

JUNE 30, 1969

A REPORT ON THE

NEW MEXICO EDUCATIONAL TALENT PROJECT

FOR THE FISCAL YEAR

1968 - 1969

New Mexico Highlands University, Las Vegas, New Mexico

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PERSPECTIVE

Within the boundaries of the state of New Mexico, one could theoretically place: Rhode Island, Delaware, Connecticut, Massachusetts, New Hampshire, and Vermont. There would still be room for - Virginia and Pennsylvania (plus the District of Columbia). Our seven National Forests encompass land masses greater than Connecticut and Massachusetts combined. Only about one-third (32.8%) of our land is classified as being in the public domain. Our 121,666 square miles can be covered in a maximum length of 395 miles and a maximum breadth of 355 miles.

The large expanse of land (the Nation's fifth largest state) should be placed in perspective with its population. Our one million residents cover the state at the rate of 7.8 per square mile. Four (4) states (Alaska, Nevada, Montana and Wyoming) are less dense in population, while only thirteen (13) states have less total population.

New Jersey (1/16 our size) has 100 times our population density (774.2 per square mile). We could, theoretically place over three "New Jerseys" within each of the New Mexico Educational Talent Project's five zones that our field representatives cover every 4-5 weeks. If we eliminate the population of one of our thirty-two counties, the other thirty-one remaining counties have a population density of about 6 persons to the square mile.

Indeed, it is not uncommon for a N.M.E.T.P. Field Representative to have to drive from one high school (of eight seniors) to the next closest school seventy-five miles away. The second school also had eight seniors this year. However, the high school counselor was new (a recent college graduate) and uncertified. She was an English teacher in the morning and the "counselor" in the afternoons. The Field Representative felt that four to five round trips (of 150 miles) were beneficial to those seniors. Next fall, four-to-five of those seniors will go to college and receive the financial aid that they needed to attend school. The others will work or enlist in the service.

There are many cases that call for a one-to-two hour drive to reach one or a small number of referrals or counselees. This is time-consuming, but necessary. Our thrust is toward those persons who cannot (otherwise) easily gain educational information and counseling.

In many large metropolitan areas of our country, there are unlimited resources of guidance and educational information available to residents. In New Mexico, however, the services and agencies are either not fully available or are available at such distances that they are inaccessable.

In New Mexico there are approximately nine towns that can offer <u>some degree</u> of counseling and informational help to interested out-of-school persons. One of these cities is Albuquerque (about 250,000 population). It can offer a fairly wide range of services to people desiring additional

education or training. The other eight are towns with populations ranging from 23,000 to 39,000. They are limited in both size and services.

Eighty additional towns have high schools, and most of them have a high school counselor. If those counselors were able to reach the out-of-school persons in those communities, there would still remain over 350 additional towns without high schools. However, it is important to mention that very few high school counselors do have the time and/or the inclination to spend any time with out-of-school young people. We have been providing a meaningful service to residents of scores of these smaller communities.

Some counseling that is being done is misdirected: Over the past several years, there has been an increasing emphasis on college-oriented counseling. Students and counselors are having difficulty dividing "post-high school education" into its several parts.

In 1955-1956, twenty-two (22) percent of our New Mexico high school graduates planned to attend college. Today, over fifty (50) percent plan to enroll in college. The large number of college academic "drop-outs" demonstrates that there is an over-emphasis on college-level programs. Our largest state university "looses" 2000 students a year (16,000 drop-outs over the past 8 years).

The availability of good public technical-vocational programs has, in New Mexico, unfortunately lagged behind our development of college and

universities. We have nine (9) four-year colleges and universities. However, prior to 1964, public technical-vocational schools were almost non-existant. We now have four fine "Area Vocational Schools". However, since they have, for the most part, only been in full operation for only three or four academic years, they have not achieved full recognition and acceptance by school personnel and students.

We see, then, the widespread development of students who have failed or will fail at a program above their ability level. We have continually attempted to develop within our counselees intermediate - level goals that are more realistic to their individual aptitudes and achievements. Therefore, in addition to working closely with college personnel (admissions, financial aid, and guidance officers), our field representatives have established productive professional relationships with similiar officials in technical-vocational institutions. Our student counselees can, through us, become more fully aware of programs available to them in these schools. Our field representatives have also attempted to educate and inform local high school counselors and other officials regarding technical and vocational programs.

The Talent Project Representatives have developed the philosophy of "realistic counseling." We have attempted to guide our counselees into programs in which they have maximum possibility for success. After achieving some initial success in a vocational-technical program, the

"boarderline" student may have developed enough insight and confidence to succeed in a more difficult (college-level) program later on.

The economic condition within most of the state (about 75% of its area) is well below the national average. Very little private monies are invested in the state, and most public funds are concentrated in small areas (like Los Alamos Scientific Labs, White Sands Missile Range, several universities, and military bases and complexes in Southeastern New Mexico and in Albuquerque. North-Central New Mexico is among our nation's poorest areas, and welfare is the means for existance for 14-16% of the population. A considerably larger percentage live at or below the federal definition of "poverty-level."

GOALS AND OBJECTIVES

The Talent Project has, during the past year, attempted to:

1. Identify qualified secondary school students at the eleventh grade or earlier, to assist them in completing their high school education, to develop in them a commitment to attend an institution of higher education and to provide them information upon which realistic career choices can be based.

2. Encourage an increasing number of high school students to select teaching as a career, especially teaching in the fields of teacher shortages such as mathematics, science, and elementary education.

3. Identify potential high school drop-outs and, through appropriate contacts with them, encourage them to complete high school.

4. Locate and identify high school and collegiate drop-outs and encourage them to return to school.

5. Locate and contact high school graduates with relatively high academic potential and to encourage them to attempt post-secondary education.

6. Provide a series of contacts and programs in the rural high schools of the State with the aims of causing an increasing number of rural youths to aspire to college education and to demonstrate to them that such aspirations are legitimate and practical.

7. Provide sustained counseling efforts with Indian children to encourage them to seek additional education.

8. Develop effective ways and means for improving communication between college students, college staffs, and administration. Most especially to provide opportunities for Talent Project counselees to participate meaningfully in the talent search program.

COUNSELING PROCEDURES USED WITH REFERRALS

1. Identification of Individuals who have the ability to gain additional education or training, (but who have motivational or financial hinderances) is the first step. This is accomplished by developing referral sources from the ranks of high school counselors, welfare caseworkers, government agency officials, private citizens, and others.

2. Evaluate and Define the aptitudes, goals, achievements, and abilities of the referral. This is done partially by realistically reviewing his past work in school and in other learning situations. We are committed to working with persons on individual, sustained, counseling basis. There is no substitution for face-to-face talks with counselees. Since many of our referrals are boarderline or below-average students, we must often try to determine some added possibility for success that could not be documented by past achievement. We must then commute our evaluation to the counselee: emphasizing the strong points, but not neglecting to explain fully his weak points. In this way a realistic goal can be prescribed.

3. Motivation of many counselees is an important goal. Many counselees under-estimate their abilities: this must be put into perspective. In a majority of cases, however, financial limitations are the main factors causing lack of motivation. Our information about availability of financial aid for additional education often changes student's motivation from "minus" to "plus."

4. Providing Information and Aiding in Action is perhaps the most meaningful process we accomplish. The "information gap" is very real to many persons. They are not aware of (1) what training and educational facilities are available, or (2) how to apply for admission, financial aid, or gain counseling. By aiding in this step-by-step process, the field representative can be of great help to the counselee.

5. Following through with each counselee is a necessary goal. We attempt to keep in contact with the counselees to whom we have provided a service. They often need additional help and reinforcement to remain in school.

6. Establishment of Long Range Effects is a final goal. By providing information to persons other than "direct individual counselees" we can expect to broaden the scope of the Project and reach a much larger portion of the state's residents. Personal group presentations are made by Field Representatives to welfare caseworkers, high school personnel, high school students, neighborhood meetings, and others. Additional persons are provided information via radio, television, and newspaper articles. (See Appendix V). The distribution of lists ("College Admissions and Financial Aids Officers," and "Programs Available in State Colleges and Technical-Vocational Schools," "College Admissions, Financial Aids and

Scholarship Aids Deadlines") are used by scores of high school counselors, welfare caseworkers and other persons involved in guidance work.

In summary, the Talent Project either provides total or complementary help to persons wanting to realize their fullest potential by additional education or training.

STRUCTURE AND STAFF

One full-time Coordinator and four Field Representatives are responsible for effecting the Project's goals and objectives. The coordinator also acts as a field representative. The Director is responsible for the overall general operation of the Project.

Serving in an advisory capacity is the New Mexico Council for the Development of Educational Talent. The Council consists of a representative from each of New Mexico's institutions of higher learning. They are present for a state-wide meeting tri-annually. Five institutions have offered office space, part-time clerical (work-study) help, office supplied, telephone access, and mailing privileges for a field representative. During the current year, the University of New Mexico, the College of Santa Fe, New Mexico State University, Eastern New Mexico University-Roswell Branch College, and New Mexico Highlands University, have provided the field representatives with a central location for coverage of their zones.

Director - Dr. Calvin F. Hager, Head of the Department of Education, New Mexico Highlands University, Las Vegas, New Mexico.

Coordinator - Mr. Mel Root. Mr. Root covers North Eastern New Mexico as a field representative, and administers and supervises the Project activities. Mr. Root is completing his third year with the Talent Project.

Field Representatives - The 1968-1969 contract year had an experienced staff. Three of the four field representatives had served in that capacity the previous year.

Miss Rowena Sharp, Mr. Robert Wolf, and Mr. Dave Fontaine are ending their second contract year. Mr. William Walter, a valuable addition to the staff, has completed his first year.

The prime duty of the field representatives is establishing meaningful counseling relationships with the maximum possible number of referrals who need our help.

See following page for graphic representation of staff structure.

NEW MEXICO COUNCIL FOR THE DEVELOPMENT OF EDUCATIONAL TALENT

DIRECTOR
DR. CALVIN HAGER

COORDINATOR
MR. MEL ROOT

Eastern Representative	Southwestern Representative	Northeast Representative	West Central Representative	Northwest Representative
ZONE TWO	ZONE THREE	ZONE ONE	ZONE FOUR	ZONE FIVE
William Walter Eastern New Mexico University-Roswell Branch College Roswell, New Mexico	Rowena Sharp New Mexico State University, Las Cruces, New Mexico	Mel Root New Mexico Highlands University Las Vegas, New Mexico	Dave Fontaine University of New Mexico Albuquerque, N. Mex.	Robert Wolf College of Santa Fe Santa Fe, New Mexico

INDIVIDUAL STUDIES OF SELECTED COUNSELEES

To more fully understand how the goals and objectives of the Project are realized, we should look rather closely at a few particular counselees.

CASE 1

Mr. Arthur Esquibel, 42, is a resident of Albuquerque. He had dropped our of college in 1960 after attending four years. Mr. Esquibel was married at the time, and had four children. He was working his way through school and had 3-5 jobs simultaneously while in school. He worked for the taxi company, the laundry company, and the police department, and often had one or two other jobs in addition to attending classes and studying. He needs one full year to graduate. Our field representative received his name in January, 1968. The representative corresponded with Mr. Esquibel twice before he came into the office in April saying that he could not attempt returning to college this (past) year. On his request, we carried him over into the 1968-1969 files and recontacted him this year. The representative helped him explore the possibility of extension of his G.I. Bill benefits, and in late May 1969, we found he was still eligible for nine additional months of benefits. With this income, and a possible part-time (15 hour week) job, Mr. Esquibel can graduate in three quarters. In June 1969, he re-enrolled in Highlands University. This is one documentation of the value of our carry-over system.

CASE 2

Mr. Jaime Jose Flores was a graduating senior in a small southern New Mexico city. His father, a part-time construction worker with 6 other dependents, had earned a little over $2,000 during the past year. Jaime was referred by the high school counselor who foresaw difficulties in getting financial aid for him. Jaime had a B-average in school, and was a very hard working young man. The problem arose when, after the field representative helped Jaime complete his financial aid applications, Jaime's father would not sign the required "Family Financial Statement." Our field representative petitioned the financial aids office at the prospective college, and considering the circumstances, the financial aids director agreed to send the statement on to the ACT agency. Jaime's case was a "total need" situation. The budget for one year's total expenses at the college is $1,800. Jaime will be expected to earn $350 this summer, and will receive a $600 EOG, a $500 NDSL, and $350 CWS to attend college next academic year.

CASE 3

Miss Vicky Estrada is a graduating senior at a large Albuquerque high school. She was referred to us by the Director of the Neighborhood Youth Corps program. Vicky comes from a family of 11. Her father earns $6,000 - $7,000 per year as a carpenter, but could not possibly contribute (other than room and board) to Vicky's college education. The financial aids

officer at the prospective college was hesitant to offer her aid since she had achieved only a 2.2 grade point average, and had scored below-average on the A.C.T. However, her motivation was extremely high, and I explained some of the reasons for her under-achievement to the financial aids officer. Vicky's main reason for under-achieving was working after school and also having responsibilities for some of the younger children. The commuter budget for the college is $1000. Vicky will receive a $500 EOG and a $500 NDSL.

CASE 4

Mrs. Julia Herrera is a 45 year old divorcee who was referred to the Santa Fe field representative in the Fall of 1968. Mrs. Herrera was working at the State Art Museum and has two children (both are college students). She was also attending college part-time on her own. Our representative contacted her and learned that she wanted (1) to become a full time student, (2) to graduate and (3) to return to the reservation (she is a Laguna Indian) to teach elementary, bi-lingual education. However, it was financially impossible for her to do so without aid from some agency. The field representative explored many possibilities including the Bureau of Indian Affairs, The Laguna Tribe, the United (Pueblo) Scholarship Service, and the College of Santa Fe Financial Aids office. At this time, in late Fall, it was almost impossible to receive any aid to become a full-time student. However, Mrs. Herrera and our field representative succeeded in securing

$500 for her education during Spring semester. This consisted of a $250 EOG and $250 NDSL. Our representative continued throughout the spring to work with Mrs. Herrera to obtain a full financial aid package for next fall. It is our hope that she will receive monies from all three of the above agencies. Mrs. Herrera never became discouraged throughout the long months of "red tape" to secure aid from various programs. We will follow-up on this case next Fall to determine if we can be of any additional aid to this highly motivated counselee.

CASE 5

Ignacio Olivas is a graduating senior from a very small rural Eastern New Mexico community. Ignacio, 19, is truly a "self-supporting" student. He came to this country from Mexico three years ago, and has established residency, but not citizenship. His father, a migrant farm worker now in Wiscon, does not contribute to Ignacio's income. Ignacio has a before- and after-school job at the high school to pay his own living expenses. He was not considering any post-high school education, due to his financial circumstances. Our field representative determined that Ignacio had a possible interest in electronics, and that he had the ability to succeed in a technical-level program. The field representative then provided Ignacio with information about near-by training institutions offering electronics. These two schools (E.N.M.U. and its Roswell Branch campus) both had full financial aid programs available. The field representative arranged an

interview for Ignacio with the program director. Ignacio has applied and been accepted into E.N.M.U. and will receive financial aid to attend school there during 1969-1970.

CASE 6

Phillip Ray Mills was a graduating senior this year at a large Southern New Mexico high school. Phillip was an excellent student, having carried an 3.8 grade point average. He ranked 13th in his class. Phillip was a married student, and his wife delivered a child this Spring. He had supported his wife while in high school by a part-time job. His own parents are divorced. Phillip did not think that a college education was financially possible for him. Our field representative provided information about college scholarships and financial aid. The representative aided Phillip in completing the aid forms and student financial statement. Later this spring, Phillip was awarded $2,064 of financial aid ($650 EOG, $1000 NDSL, and $414 scholarship). He will be attending New Mexico State University during the coming academic year.

CASE 7

Miss Leanna Dreher is a 16 year old girl who was referred to us by the Director of the Neighborhood Youth Corps Program in Farmington, New Mexico. Miss Dreher dropped out of school at the age of 13, because of (1) a very poor home environment, and (2) the small school could not offer courses advanced enough to meet her ability level. She recently passed the

General Educational Development Test, scoring an above everage standard score of 56.7. This would allow most colleges in New Mexico to admit her. However, none of our in-state schools will admit a G.E.D. graduate below 18-19 years of age (regardless of the test scores). After unsuccessfully seeking an exception from several in-state schools, our representative contacted Ripon College in Wisconsin. Ripon had mailed pamphlets to the Talent Project explaining their special summer "Transitional Year Program." The Ripon representative forwarded all needed applications, but explained that they had accepted their maximum (20) students and Leanna was placed on their alternate list in the event of any cancellation. In May, our field representative learned that she had been accepted into the program. He also continued to help her apply for financial aid in various in-state colleges for the coming academic year.

CASE 8

Mrs. Janet Kotrola is a 28 year old divorcee with one dependent. We originally received her name (in December) from a welfare caseworker and twice contacted her by mail. However, she did not respond until the end of March, after reading an article in the Albuquerque News about the Talent Project services (see Appendix VI). Mrs. Kotrola was a 1961 graduate of a large Albuquerque High School. She enrolled in a private business school, and is now trained and employed as a secretary. She was attending evening classes in the U.N.M. Community College. Our field representative learned that she wanted to attend full-time and later

become a high school English teacher. The representative then helped her apply for admission (as a degree-seeking student), and federal financial aid. In May the Student Aid Office informed her that she would receive an $800 NDSL, and an $800 EOG. She could also work under the Work-Study Program and earn $400-$600.

CASE 9

Miss Felipa Sanchez is a 19 year old girl from Gallup in Western New Mexico, Miss Sanchez, a C- student in high school, graduated in May 1968. She worked part-time during her senior year, and after graduation, at a local OEO Center. The field representative worked with her throughout 1967-1968, but was unable to find financial aid for her to attend vocational-secretarial classes. The Guaranteed Loan Program for Vocational Students was impossible for her to receive due to lack of lending institution participation. The other federal programs of student aid were available only for technical or college-level programs. Miss Sanchez's file was carried over to 1968-69 for continued efforts to help her enroll in a post-high school program. During March, April, and May of 1969, results were finally achieved. Miss Sanchez applied, was tested, counseled, and admitted to Albuquerque Technical and Vocational Institute. A local bank in Gallup was contacted and, on recommendation of the high school counselor and the field representative, committed a Vocational Loan for Felipa's program at T-V.I. She began classes in June 1969.

CASE 10

Miss Margarita (Lucia) Palacios was a graduating senior this year at a large Southern New Mexico high school. She earned B- grades throughout high school. Her family of eight was supported on the father's earnings as a laborer (less than $3,000 a year). The parents had discouraged Lucia from considering college saying (1) that she was not smart enough and (2) that girls don't need any education beyond high school. The high school counselor (who was the referral source) felt that Lucia did have college-level ability; Lucia's grades also demonstrated her ability. The field representative talked with Lucia about various small in-state colleges (Lucia was very apprehensive about any large schools). The school was chosen, Lucia took the ACT test (scoring a very respectable composite score of 18), and applied for admission and financial aid. Later in May, the college notified Lucia that she would receive $1,250 to attend school in 1969-1970. The student budget is $1,550 per year and Lucia will be expected to save $300 this summer. Her final words to the representative were "I cannot believe this is happening to me."

CASE 11

Mrs. Roselyn Rael is a 27-year-old divorcee with three young children. She was referred during the past summer by the Taos, New Mexico Department of Public Welfare. A high school graduate in 1960, she ranked in the top 45% of her class. During late August our field representative talked with

Roselyn in his office. He provided all needed applications for admission and financial aid. It was too late for her to gain admission and aid for Fall term. She took the ACT examination in September. The college committed aid to her for the Winter term. Mrs. Rael was ready to enroll, but could not locate housing at that time. She did not get discouraged or give up. She simply amended her plans to attend the next term beginning in March. In February, she located housing, and enrolled in school the Spring term. She is currently enrolled as a full-time student this Summer term. She is receiving welfare assistance for maintenance and federal financial aid for educational expenses.

SUMMATION OF CASE STUDIES

The preceding eleven case studies were fairly typical of the kinds of counselees and kinds of problems we dealt with this past year. We attempted to bridge the information gap and help move our counselees closer to their educational objectives.

Often our efforts involved contacting officials and interceding in behalf of our counselees. Many students are special cases which involve special explanation to admission or financial aid personnel. The students all had some financial, motivational, or other limitations that prevented them from gaining their fullest possible potential.

Our field representatives could each document 25-50 special cases that involved both considerable time and effort. Often the "easy" cases are solved by other agencies and counselors. We are committed to providing help to those persons who could probably not otherwise gain the full services available to them.

PERSONS CONTACTED

	1966-1967	1967-1968	1968-1969
By Direct, Sustained Individual Counseling	350	1,045	777
Other Referrals or Persons Contacted and Counseled who did not become Sustained Counselees	173	426	940
Officials Contacted	535	675	720
Group Presentations	1,700	5,729	6,832
Mass Media	2,000	56,000	153,500
TOTALS	4,758	63,875	162,769

The figures shown in the 1968-69 listing have increased in all categories over the previous year, with the exception of "Direct, Sustained counselees." We feel that this is a meaningful development. Several factors contributed to the decrease:

A. This year's more experienced staff was inclined to accept as referrals only those cases in which a student had real motivational or financial problems that would restrict him from gaining additional education. We have, therefore, accepted less referrals. Our thrust has been toward (1) those in-school students who are not receiving guidance aid from the school counselor, and (2) those out-of-school persons who cannot easily gain full information and counseling within their city. Our statistical appendices indicate that our percentage of success (success ratio) is higher than past years.

B. Another factor involves our terminology of persons we worked with this year. Since a referral does not become a sustained counselee unless we have had more than one counseling session with him, we have indicated a larger number of contacts. Contacts are those students that we have reached in person or those with whom we have corresponded, but have not met in person. These "contacts" cannot be counted as "sustained counselees" although, in many cases, we have provided a meaningful service to them.

C. Finally, our Field Representatives have not recorded many of those in-school students to whom we are only providing a complimentary

service. That is, if the Field Representative is assisting the high school counselor with several students, but the high school counselor is providing the majority of the help, we do not claim the student as a "direct individual counselee." This is a time-consuming service we are providing, and documentation of results is difficult, but "outside" assistance can often be an important factor in motivation of an in-school student.

The referrals (777) received this year were principally from two sources: school personnel (including counselors, teachers, administrators, and others) - 346 persons (46%), and Welfare Department Personnel - 198 persons (25%). The remaining 29% were received from various local, state and national government agencies, and from mass media and other sources. (See Appendix I).

When referred, most counselees (60%) were high school students. Most of these were seniors. High school graduates (23%), high school drop-outs (8.5%), and others (8.5%) comprised the rest of the referrals. (See Appendix I).

At the present time, it is difficult to exactly predict student action for next Fall. However, of our total counselees, we feel that about one-third (281) will enroll in college next year, about 60 (7.5%) will attend vocational-technical schools, and 60 others will take additional miscellaneous action. (See Appendix 1).

A large number - 168 - will be carried over in our files and contacted on an individual basis next year (1969-1970). This number represents about 1/5 of our total counselees and many of these were below the 12th grade in high school this year. We will, therefore, have a sufficient number of counselees to begin working with immediately in the coming fall months. A significant number have been terminated (118) since they showed no action all year, or are being carried over (62) for one more contact next year, in hopes that they may finally respond and begin taking some action.

Our success ratio (about 50%) is extremely good in light of the types of referrals we are receiving: persons with extreme financial or motivational limitations. Many of the state's college financial aids officers have committed money to our counselees. These include grants, loans, part-time work and scholarships. Final awards and their amounts cannot be documented fully until September.

GROUP PRESENTATIONS

Again this year, the field representatives have offered educational information to interested persons in group situations. Appendix V shows that 6137 (of our total group number of 6832) persons were high school students. Concentration on groups within high schools was usually in senior and junior-level classes. However, since we feel that students

at the sophomore and freshman level can be motivated through learning early about available schools and financial aids for post-high school education, we also have spoken to many of them in groups.

Group presentations involve a substantial amount of time away from our individual counselees, and it is difficult to measure results of group talks. However, school personnel and our staff have indicated that presentations are needed, and affect the lives of hundreds of students.

In speaking to groups, the main topic is "Gaining a Post-High School Education." The emphasis is on all levels of post-high school training: college, technical, vocational, etc. The general themes usually are (1) Achieve your maximum effort during your remaining time in high school, it will pay off in the future--job security, earnings, etc., (2) while in school, begin planning for a post-high school education; it is almost impossible to compete in todays world without training for a few months or a few years beyond high school, (3) while in your senior year, apply for admission and financial aid to your chosen school or institution - after working out realistic goals in terms of your abilities and aptitudes, (4) education is there for you - if you do not take advantage of the opportunity, you may be cheating yourself for your entire working life (40-45 years).

MASS MEDIA

Several articles supplied by field representatives were published by newspapers. Appendices VI and VII are reproductions of articles that were read by approximately 60,000-80,000 persons.

PROBLEMS AND PROJECTIONS

1. We are very seldom, if ever, duplicating efforts of other agencies. The type of referral that we are attempting to reach is the person who does not actively seek out information and counseling on his own. He or she is usually "hidden." He may be on a farm or ranch 75 miles from a medium-sized town, or he may be in the heart of Albuquerque where a block of land comprising 20 square miles is almost entirely poverty-level.

2. We would like to eliminate one excuse for referrals not gaining their fullest potential: "No-one informed me about that!" We cannot force a person to gain additional education, but we can explain that it can be achieved, if he or she really wants to achieve it. Every year we contact 150-350 persons that take no action, but we have given even these persons an opportunity to say "This is not for me, I do not want additional education at this time." This is probably the most difficult experience

that our field representatives have: that of seeing individuals with need for more training or education, but without any degree of motivation to achieve it.

3. Another difficulty arises in the time-consuming process of reaching counselees. Total staff time for driving alone reaches 25-30 work weeks a year. Traveling subtracts approximately 5-6 weeks from each field representative's 40-week contract.

4. During the current year, field representatives have shown continued willingness to work during evenings and other times beyond the standard 40-hour week. Indeed, many meaningful counseling sessions are held within the counselee's home after dinner. The opportunity to discuss educational plans with the counselee and his parents is usually very productive.

It is not uncommon for a field representative on a trip to daily spend 3-4 hours driving, 3-4 hours counseling in the school, and 3-4 hours counseling in the town after school.

The services that we have to offer are so varied that on any given day the field representative may be providing information to four or five different types of referrals (from high school drop-outs to high school students, to high school graduates to college drop-outs.

5. After securing referrals and developing them into sustained counselees, it is often difficult to get the counselees to take immediate steps for attainment of their educational goals. This sometimes results in difficulty in their securing needed <u>financial aid</u> to the school of their choice. Federal financial aid appropriations to our state colleges and universities have been almost universally below the schools' needs. Our counselees who apply during late spring and early summer months and who have not met school financial aid deadlines sometimes are refused. The field representative intercedes for many of his counselees, and the close working relationship that has been established with the college financial aid officers usually pays its dividends in aid awards to these counselees. We are always battling the "low self-concept" and the "lack of motivation" factors on the part of our counselees. They often need individual attention throughout the year, then, late in the senior year, they begin to see the financial aid possibilities and begin taking action.

6. With the large territory that each field representative has responsibility for, it is difficult to adequately cover all portions within 5-6 weeks. This means that a maximum of 5 to 6 visits can be made to each major (High School) town. This factor demonstrates the need to secure referrals and develop sustained counselees very early in the Fall.

7. Field representatives are contracted from August 15 to June 15 (10 months). More time in summer months could be available for needed counseling if (1) representatives were contracted from September 1st to June 30th, or if (2) one or two field representatives could be hired for eleven-month contracts, ending July 15th or July 30th.

   The state of New Mexico could be more adequately covered by a Talent Project staff of six or seven persons. Six field representatives would reduce each zone from 24,000 square miles to about 20,000 square miles; seven representatives would further reduce each zone to about 17,000 square miles.

Appendix
Statistical Summation

1968-1969 BUDGET ITEMIZATION

	PERSONNEL	EMPLOYEE BENEFITS	TRAVEL	SUPPLIES	COMMUNICATIONS	SUB-TOTALS	INDIRECT-COSTS	TOTALS
EG. BAL.	47,900	5,496	13,000	750	1,000	68,146	6,814	74,960
JNE	3,207	458	300	30	84	4,079	408	4,487
ULY	3,224	458	175	235	84	4,176	418	4,594
JG.	3,330	458	406	54	84	4,332	433	4,765
EP.	3,010	458	1,255	104	84	4,911	491	5,402
CT.	4,351	458	1,602	112	84	6,607	660	7,267
OV.	3,972	458	1,357	78	84	5,949	595	6,544
EC.	3,298	458	1,478	24	84	5,342	534	5,876
N.	4,059	458	1,001	186	84	5,788	579	6,367
EB.	3,786	458	1,665	80	84	6,073	607	6,680
AR.	5,018	458	1,486	137	83	7,182	718	7,900
PR.	5,322	458	1,135	167	80	7,163	716	7,879
AY	5,323	458	1,398	166	81	7,425	742	8,167
OTALS	47,900	5,496	13,258	333	1,000	69,027	6,901	75,928
ALANCE	0	0	-258	-623	0	-881	-87	-968

NEW MEXICO EDUCATIONAL TALENT PROJECT

SUSTAINED COUNSELEES 1968-1969

Referral Source

School Personnel	346
Welfare Department	198
NYC	36
VISTA	25
N.M.E.T.P.	22
CAP	14
CEP	13
ESC	8
Mass Media	7
Freshman Orientation	4
HEP	2
Other	88
Not Reported	14
TOTAL	777

Counselee Status

High School Students	463
High School Graduates	180
High School Dropouts	66
Potential High School Dropouts	4
Potential College Dropouts	13
College Dropouts	31
GED Graduates	16
Other	4
TOTAL	777

Action Taken

Guided to College	
Four Year Program	281
Two Year Program	17
Guided to Vocational Schools	60
Referred to Other Agencies	20
Military Service	27
Terminations	118
No Action	62
Carried Over to 1969-1970	168
Employed	1
GED Grads. and/or attending classes	23
TOTAL	777

Appendix I

NEW MEXICO EDUCATIONAL TALENT PROJECT

COUNSELEES GUIDED TO COLLEGE 1968-1969

Counselee Status

High School Students	223
High School Graduates	34
Dropouts	3
Potential College Dropouts	20
College Dropouts	7
GED Graduates	5
TOTAL	292

COUNSELEES CARRIED OVER TO 1969-1970

Counselee Status

High School Students	115
High Graduates	20
Dropouts	15
College Dropouts	6
GED Graduates	7
TOTAL	163

Appendix II

NEW MEXICO EDUCATIONAL TALENT PROJECT

COUNSELEES GUIDED TO TECHNICAL-VOCATIONAL SCHOOLS

Counselee Status

High School Students	33
High School Graduates	14
Dropouts	1
College Dropouts	1
TOTAL	49

COUNSELEES REFERRED TO OTHER AGENCIES

Counselee Status

High School Students	22
High School Graduates	15
Dropouts	1
College Dropouts	1
GED Graduates	1
TOTAL	40

Counselee Referred to:

High School Counselor	4
Armed Services	20
ESC	7
N.M. Livestock Board	1
B.I.A.	2
Indian Agencies	5
Job Corp	1
TOTAL	40

Appendix III

NEW MEXICO EDUCATIONAL TALENT PROJECT

HIGH SCHOOL DROPOUTS (41)

Passed G.E.D.	17
Currently Studying for G.E.D.	3
Entering Technical-Vocational Program	1
Entering College (After completing G.E.D.)	7
Referred to 1969-1970 N.M.E.T.P.	26

POTENTIAL HIGH SCHOOL DROPOUTS (6)

Remaining in School	6
Referred to 1969-1970 N.M.E.T.P.	6

COLLEGE DROPOUTS (11)

Re-entering College	8
Entering Technical-Vocational Program	1
Referred to 1969-1970 N.M.E.T.P.	2

POTENTIAL COLLEGE DROPOUTS (15)

Remaining in School	15

Appendix IV

NEW MEXICO EDUCATIONAL TALENT PROJECT

GROUP CONFERENCES 1968-1969

School Students	6137
Welfare	198
Student Education Association	60
School Personnel	50
Headstart	44
NYC	68
Dept. of Health and Social Services	35
Miscellaneous Groups	240
TOTAL	6832

MASS MEDIA

	Persons Reached (Estimated)
Radio and Television Programs (Number of Programs 3)	133,300
Newspaper Articles (Number of Articles 7)	120,200

Appendix V

NOTE: The following page is an exact reproduction of a speech outline used by Mrs. Roselyn Rael. Roselyn is a Talent Project counselee now in her freshman year in college. Her case is discussed in the section of this report entitled "Individual Studies of Selected Counselees."

ROSELYN H. RAEL
SPEECH 124A
SPEECH 1

RPOSE SENTENCE: Why I want to become a social worker. I came from a poor family living a 100% poverty-stricken community where life is a continuous struggle and where apathy l despire are a way of life. Because I have experienced some of this struggles under .s existing conditions and an half ways out of them, I want to help those who are still to find a way out of their dark futures.

INTRODUCTION

I. I would like to start by introducing myself. My name is Roselyn Rael. I was born and raised in Taos, New Mexico, a unique, tri-cultured community about seventy-six miles north of you. I am the proud mother of three children, ages 7, 5, and 3.

DISCUSSION

I. Have you ever passed through an economically depressed area and wondered what it's like to live there?

What is poverty? Listen well and I will tell you.

A. Poverty is being poor and hating it. It is asking for help and being told to wait. It is letting someone tell you to do something about it; you do for the first week or the first month or so but year after year after year.

B. Poverty is being cold and hungry. Hungry because there is'nt any food and even if there was some where would the fuel to cook it with come from?

C. Poverty is remembering that you had to quit school because you did'nt have any shoes to wear or a warm coat to keep out the cold. And besides that you were sick half the time, without any medication and no money to buy it with.

D. Poverty is a chisel that chips away all honor and pride. Crime becomes the way to succed. The only way.

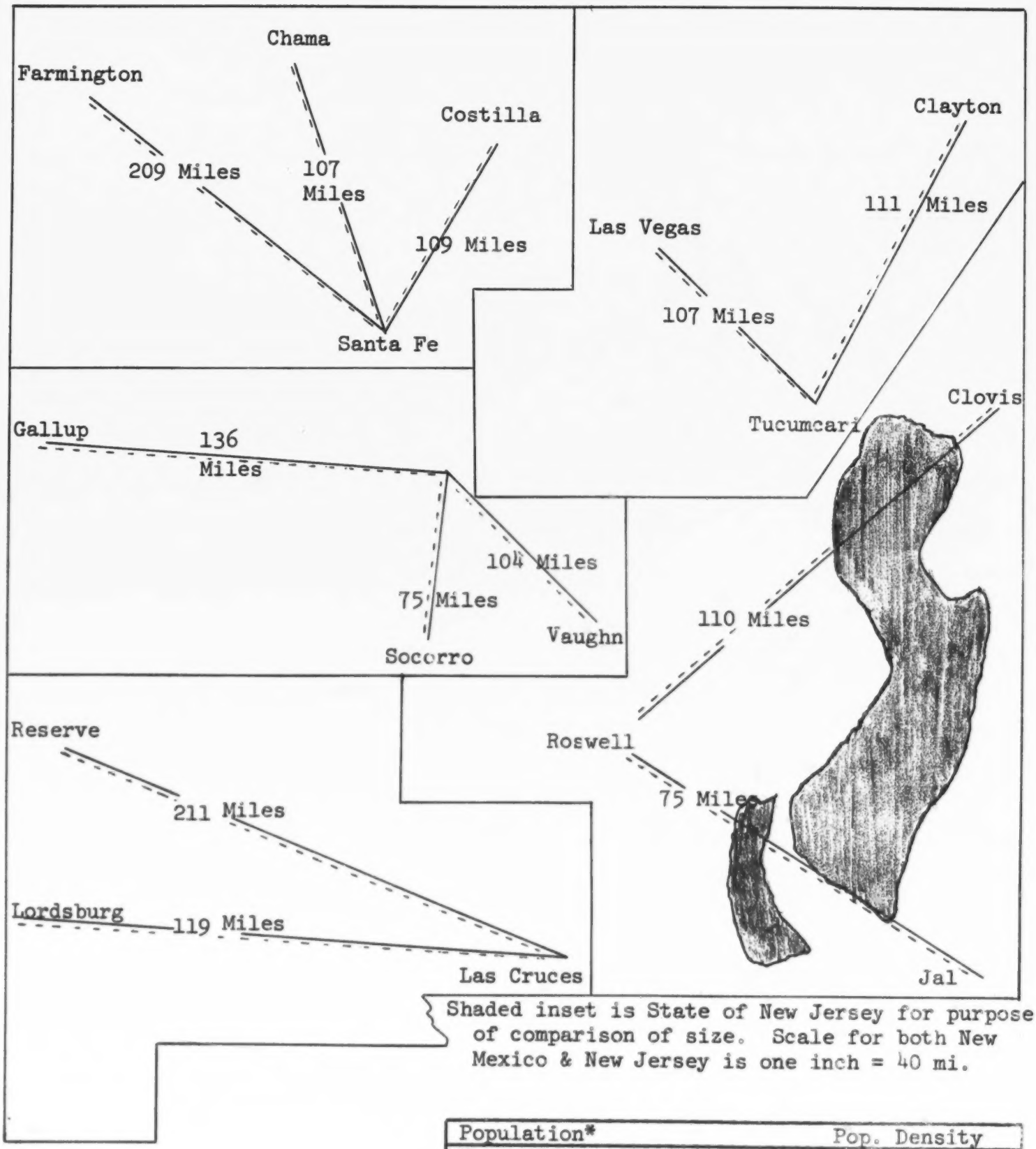
E. Poverty is trying to believe in God but the hunger pains and the cold won't let you. You can't talk religion to people who are hungry.

Our government today has instituted many programs to help the underprivilaged. Among them are the Community Action Program. Vistas, The Home Education Livelihood Program, Neighborhood Youth Corps, plus cooperatives like El Mercado in Taos and federally funded day care centers -- such as the one here in Las Vegas. Education is alsc of vital importance. An example of this is The New Mexico Educational Talent Project, A federally funded, state wide program in search of talented college potentials from low-income families who would not have the chance to further their education without guidance and counselling.

CONCLUSION

In conclusion, let me say that society should not be the social worker's concern only, it should yours and mine. I've seen the both sides of the coin and I know what it's like. And I care enough to help win the fight against poverty. Do you?

Appendix IX



Shaded inset is State of New Jersey for purpose of comparison of size. Scale for both New Mexico & New Jersey is one inch = 40 mi.

Population*	Pop. Density
N.M. 900,000	8 / sq. mile
N.J. 6 million	800 / sq. mile
*1960 Census	

Appendix X